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ABSTRACT

This guide is specifically designed to accompany materials developed for occupational orientation (particularly in Illinois) in the following five cluster areas: Applied biological and agricultural occupations; personal and public service occupations; health occupations; business, marketing, and management occupations; and industrial oriented occupations. Following an overview of occupational orientation in Illinois, suggestions are provided to teachers for implementing a variety of instructional strategies contained in the clusters (field trips, simulations, use of resource persons, and in-class projects), and a career orientation package on interviewing techniques designed to lay a basic foundation for the learning activity packages within each cluster is presented. Also included in the guide are guidelines for developing pre-post assessment tests and a Student Awareness/Attitude Inventory that can be administered at the beginning of the cluster course. (WL)

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TEACHER'S GUIDE TO OCCUPATIONAL ORIENTATION

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TEACHER'S GUIDE TO OCCUPATIONAL ORIENTATION

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PREFACE

The Teacher's Guide to Occupational Orientation is specifically designed to accompany the five clusters developed for occupational orientation in Illinois. The five clusters are: Applied Biological and Agricultural Occupations; Personal and Public Service Occupations; Health Occupations; Business, Marketing, and Management Occupations; and Industrial Oriented Occupations.

Each cluster consists of a series of teacher-oriented learning activity packages (LAPs), teacher references, and career resources. The LAPs provide suggestions for teachers in preparing activities which acquaint students with the wide range of occupational choices available within each career cluster. By participating in the activities, students are given the opportunity to research, observe, and gain hands-on experience in representative jobs.

This guide provides an overview of occupational orientation in Illinois, suggestions to teachers for implementing a variety of instructional strategies contained in the cluster (field trips, simulations, use of resource persons, and in-class projects), and a Career Orientation Package on interviewing techniques which lays a basic foundation for the learning activity packages within each cluster. Also included in the guide are 1) guidelines for developing pre-post assessment tests and 2) a Student Awareness/Attitude Inventory that can be administered at the beginning of the cluster course. It is strongly recommended that teachers use this guide in conjunction with the teaching of the cluster.

Through participation in occupational orientation experiences students in Illinois will be exposed to the full range of career options in the world of work. They also will become cognizant of their own strengths and weaknesses, aptitudes, capabilities, interests, and needs to enable

them to make a realistic assessment of themselves in relation to the many career options available in the working world. In addition, they will develop and practice logical goal-setting and decision-making skills which will be useful to them throughout their lifetime in considering alternative career possibilities.

The problems of delivering this type of comprehensive career education are compounded by the complexity of the American economy and the diversity of the labor force. The Dictionary of Occupational Titles, for example, lists more than 20,000 individual jobs. Obviously giving career education for each of these individual jobs would be impossible. Instead, these jobs have been grouped into five manageable clusters which reflect careers most accessible to students.

Each cluster meets these criteria: it gives basic career information so that it will remain useful for a longer time; it gives information about and activities related to jobs at all levels in an occupational area; and it relates to actual employers in a community, for both activities and information gathering.

The initial learning activity packages in each cluster provide students with an overview of the full range of career options with respect to work. Then, students have an opportunity to explore in considerable depth those kinds of careers they feel are of most interest to them and most suited to their needs and capabilities. They have a chance to experience the activities and requirements typical of a number of career areas of their choice and to match their aptitudes to these requirements.

After completing the requirements of the cluster students will be in a position to make rational choices of appropriate career goals. Occupational orientation gives suggestions for educational paths to reach these goals. Needless to say, this thorough and systematic approach

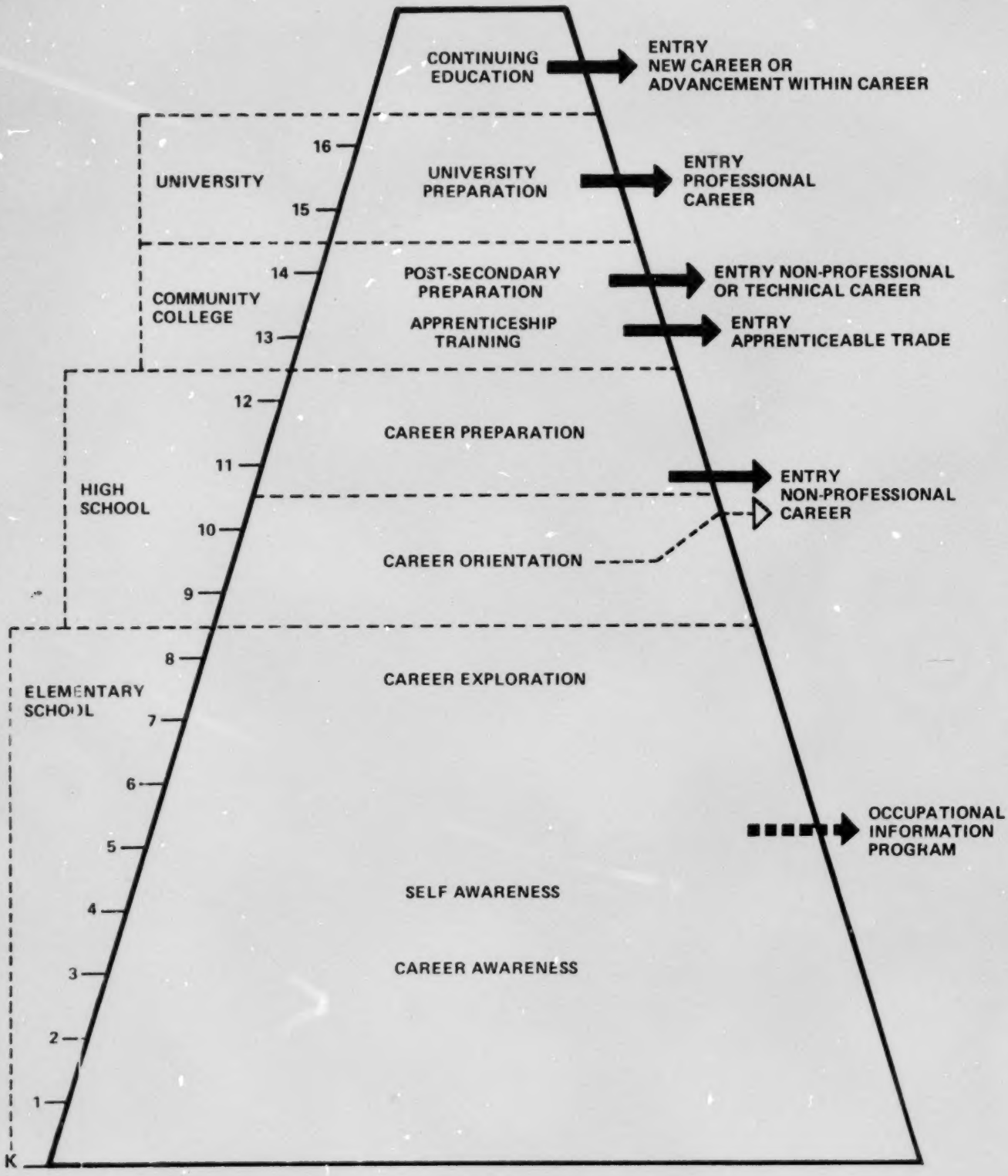
to occupational orientation is far better for students than making career selection more a matter of happenstance than a product of deliberate activity.

SECTION 1

OVERVIEW OF CAREER EDUCATION

Career education is a broad approach to preparation for citizenship. It provides job information, fosters skill development, and helps individuals develop attitudes about the personal, psychological, social, and economic significance of work in our society. It also helps students to develop a personal plan for life-long learning which includes learning about the physical world we live in and its people; learning about the sciences, arts, and literature we have inherited and are creating; and learning about the way in which the world's people are interacting. Effective career education equips individuals to live their lives as fulfilled human beings.

A comprehensive career education program begins in Kindergarten and continues through the adult years. (See chart on next page.) It is organized in a pyramidal approach, beginning with career awareness and moving from a general to specific orientation to work. At both the elementary and secondary levels such a program requires a re-structuring of basic subjects around the theme of career development, including opportunities and requirements in the working world. The basic academic subjects become more relevent because the student is helped to see the relationship to future career goals. At the K-8 levels, students are informed about the wide range of jobs in our economy and the associated societal roles. Ninth and tenth grade students are oriented to specific clusters of occupations through hands-on experiences, field observation, and classroom instruction which build a foundation for the preparatory level. At the eleventh and twelfth grade levels students prepare for job entry through classroom, laboratory, and cooperative education activities and/or prepare for future education in their chosen occupation. At the post-secondary and adult levels, opportunities are provided for the continuation of education at any time in the individual's career development.


CONTINUING EDUCATION
ENTRY
NEW CAREER OR
ADVANCEMENT WITHIN CAREER
16
UNIVERSITY
UNIVERSITY PREPARATION
ENTRY
PROFESSIONAL
CAREER
15
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POST-SECONDARY PREPARATION
ENTRY NON-PROFESSIONAL
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At all levels, extensive guidance and counseling activities assist the student in developing self-awareness and in matching his or her interests and abilities to potential careers. Successful operation of a career education program also requires the utilization of all available community resources.

Career education provides knowledge and experiences that enhance employment adaptability in a time of rapid change due to technological advances and fluctuating economic trends. All students leaving high school should be prepared for and actively assisted in securing placement in either a job or postsecondary education.

SECTION 2

OCCUPATIONAL ORIENTATION

A total career education program should:

- acquaint individuals with career information
- assist individuals in developing a realistic self-concept and relating it to career interests
- aid individuals in making career choices
- provide for the development of skills and abilities so that individuals might achieve their career goals
- increase individuals' awareness of resources to be utilized throughout life for career development

Choosing a career should be a developmental process involving many choices and many decisions over an extended period of time. It should not be based on a single event at a particular time. A person should literally grow into his/her vocation.

Within this framework, occupational orientation activities should help broaden a student's experience in:

- developing an awareness of the dignity in work and the useful functions performed by workers
- becoming aware of a larger number of occupations
- matching one's own abilities to specific occupations
- learning about occupational opportunities through orientation experiences
- gaining knowledges and attitudes which form a good foundation for the preparatory level

During a person's formative years, practically every experience has occupational significance. The courses and activities in which students engage will influence their abilities, interests, and attitudes. These, along with students' knowledge of the world of work and their own characteristics, tend to affect their future choice of a career. Secondary teachers are not charged with the entire responsibility of providing career awareness, self-awareness, career exploration, and

career orientation activities. However, it is essential that they help each student broaden his or her base of self understanding and of the world of work. Hopefully, by the time the student selects a career goal, he or she will have formulated tentative occupational preferences which will be an aid in making curriculum decisions.

Providing occupational information is a continuous process. Most of the objectives initiated at the secondary level should also be pursued at other developmental levels. Occupational orientation can best serve the needs of students if it is a coordinated, organized, and sequenced set of experiences which lead to continued experiences at other levels through participation in the five clusters' learning activities.

In order to successfully implement this approach, local support must be generated from a number of sources: administrators, staff members, parents, and others in the community.

Initially, administrative support is necessary because of the impact of occupational orientation upon both the instructional and guidance components of the program. This support will influence the attitudes of staff members toward their participation in developing and initiating occupational orientation activities. Community support is important in that the utilization of its resources contributes to the success of the activities. It is extremely important to inform and involve parents. They have a very strong influence on the choice of educational programs to be followed by their children.

Having approved the development of occupational orientation, the local administrator will need to assume or assign the responsibility for identifying an occupational orientation coordinator. This person must have the time, freedom, and authority necessary to organize and articulate occupational orientation goals and objectives. He or she will need to orient all staff members and involve them in the development

of occupational orientation activities. Teachers will be responsible for developing learning experiences to meet the needs of their students. The coordinator needs to seek recommendations from available resources, including the school's local advisory committee. He or she might attend meetings to keep them informed about and involved in occupational orientation.

In-Service Training

The local librarian, audiovisual director, curriculum coordinator, counselor, director of vocational education, and other personnel could be involved as presenters at staff workshops. Representatives from the Department of Adult, Vocational and Technical Education (Illinois Office of Education), Illinois State Employment Service, universities, chamber of commerce, business, industry and labor could serve as consultants. Persons involved in successful programs in other districts could provide information on their experiences.

The coordinator of occupational orientation, in concert with state department personnel, would provide a limited in-service education program. He/she must develop plans to actively involve the total staff, help them to understand the goals of occupational orientation, and encourage them to develop positive attitudes toward integrating occupational orientation with subject content. An advisory committee should assist the coordinator in planning in-service activities.

Examples of in-service activities for staff include:

1. Explain the scope of occupational orientation and its potential influence on the curriculum and supporting activities.
2. Discuss the concept of occupational orientation.
3. Present available resource materials.
4. Review occupational orientation objectives.
5. Review occupational orientation implementation activities.

6. Review present curricula, texts, and other materials to determine how occupational orientation could be integrated into existing programs.
7. Discuss techniques for helping students in such areas as decision making and developing self-concepts.
8. Involve guest speakers to update staff on employment trends and new businesses and industries.
9. Determine priorities for utilization of funds established for occupational orientation.
10. Develop composite lists of resource persons and places and establish a system for utilization.
11. Identify and/or develop evaluation instruments. (see Section 4 of this guide and POP Kits available from the East Central Curriculum Management Center, Illinois Office of Education)
12. Periodically evaluate and update occupational orientation goals and objectives.
13. Exchange ideas on key components of occupational orientation experiences.

Guidance for Occupational Orientation

The secondary school's guidance program should help a student and his or her parents to choose a high school educational program which is most appropriate for the student. The intent of guidance activities is to provide students and their parents with information about the student, occupational opportunities, and educational routes to those opportunities. It is also intended to provide a systematic procedure for reaching decisions about individual goals and means to those goals. It is a plan for occupational guidance which is an integral part of the total career education program now operating in Illinois. It will thus require the active participation of guidance personnel. Specific educational/career objectives already have been developed and related

to the general goal of occupational orientation by means of a logical program structure.

The course selection process should begin in the ninth grade; and the choices made should be evaluated throughout subsequent secondary school years. The choice of courses made in the ninth grade is not irreversible, but it leaves open one set of educational and vocational goals while making others less likely to be attained. The choice of courses for grades 9-12 is basically between those which prepare students for entrance into postsecondary programs or entrance into a job. It is possible to alter this choice after ninth grade, but alteration becomes increasingly more difficult as the student proceeds on his or her course of study.

Since occupational orientation helps prepare students to make decisions and choices in all of the ways in which one may legitimately make a living it is assumed that each student should be involved actively in the identification of his/her own goals and in planning an appropriate route to those goals.

It should be realized that students possess a very large variety and range of individual differences with respect to abilities, interests, life situations, and goals. Therefore, students should assume as much responsibility as they can for the decision making required in vocational planning.

It is expected that the methodology employed throughout occupational orientation activities will permit students not only to acquire a substantial amount of information about themselves, about occupations, about educational opportunities and requirements, and about sources of information, but also to learn to apply a systematic procedure in decision making.

Career Education Guidance Concepts

The career education guidance concepts listed below are a condensed version of the major principles coming out of the growth and development field and relate to the broad context of career orientation, exploration, and choice.

1.0 Personal growth and development is a process of anatomical, physiological, and psychological changes.

- 1.1 The developmental process combines physiological-psychological growth, maturation, and learning.
- 1.2 The developmental process is an orderly, organizing, and integrative life process.
- 1.3 The developmental process is an orderly sequence and pattern of growth and development common to most individuals.

2.0 The individual is unique with differences which are influenced by physical, emotional, and social conditions.

- 2.1 A wide range of differences exists among individuals.
- 2.2 Uniqueness and individuality in personal development is the rule.
- 2.3 Respect for the dignity and worth of the individual is fundamental.
- 2.4 Every person is important, regardless of what he/she is or what he/she has done.
- 2.5 An individual can change and develop toward becoming the kind of person one desires to become.

3.0 Each individual has basic needs for wholesome personality development.

3.1 Organic needs: a healthy body and good physical appearance.

3.2 Ego, integrative, or self needs: feelings of significance and personal worth, success, and personal competence.

3.3 Social needs: balance between self-interest and altruistic behavior, to get along, belong, and feel wanted.

4.0 The individual functions as an organismic unity.

4.1 Intellectual and personal-social development cannot be separated.

4.2 An individual's total self is involved in a learning situation.

4.3 A person's behavior results from differentation-integration interaction between heredity and environment.

5.0 The individual functions in a social setting.

5.1 An individual grows and develops through interaction between self and environment.

5.2 The individual must understand the relationship between self and environment.

5.3 The individual must be able to realistically relate to his/her environment and to his/her decisions and actions.

5.4 Learning and personal development are dependent upon the learner's intellectual as well as nonintellectual characteristics.

5.5 The classroom atmosphere and methods of instruction influence an individual's personal development and learning process.

5.6 An individual broadens his/her identity with a variety of role models.

6.0 The individual must develop behavioral competencies needed for decision making behavior.

6.1 Knowledge and skills required to make decisions and to cope with environmental demands must be provided.

6.2 For optimal development, assistance must be provided for the discovery of capacities, talents, and interests.

6.3 There must be continual self-examination of abilities and liabilities, social-personal relationships, and school experiences.

6.4 Change and indecision are part of the developmental process and do not represent failure.

6.5 There must be opportunity for reexamination of decisions made.

SECTION 3

ADMINISTERING THE STUDENT AWARENESS/ATTITUDE INVENTORY

The student awareness/attitude inventory on the following pages should be given before instruction begins on any of the learning activity packages in a cluster. Two purposes are served by the inventory: 1) it can be used by the teacher to generate a general class discussion about careers and to establish a positive climate for occupational orientation in the cluster field, and 2) it can serve as a basis for a personal career discussion between the student and his or her guidance counselor. Items 1-60 are specifically designed for general class discussion purposes and Items 61-102 are designed for career guidance discussions.

Through the combination of this inventory, other guidance activities, the cluster's learning activity packages, and the Career Orientation Package, it is hoped that the student will take responsibility for establishing his or her own career goals. The discussions which result from the administration of the inventory provide a useful starting point for identifying both awareness and attitudes in the occupational orientation program.

STUDENT AWARENESS/ATTITUDE INVENTORY

Name: _____

Directions: Listed below are a number of statements about work and choosing an occupation. Read each statement and decide whether you agree or disagree with it. Your answer should be as close as possible to what your true opinion is right now. There are no right or wrong answers. If you STRONGLY AGREE with the statement, circle SA; if you AGREE with the statement, circle A; if you are UNDECIDED, circle U; if you DISAGREE with the statement, circle D; and if you STRONGLY DISAGREE circle SD.

1.	You have to know what you do well, and what you do not do well before you can choose an occupation.	SA A U D SD
2.	Ask others about their occupations, but make your own choice.	SA A U D SD
3.	It's unwise to choose an occupation until you have given it a lot of thought.	SA A U D SD
4.	Once you make an occupational choice, you can't make another one.	SA A U D SD
5.	In making an occupational choice, you need to know what kind of person you are.	SA A U D SD
6.	A person can do anything he or she wants as long as he or she tries hard.	SA A U D SD
7.	Your occupation is important because it determines how much you can earn.	SA A U D SD
8.	In choosing an occupation, it is more important to know what you do well than to know what you like to do.	SA A U D SD
9.	Plans which are indefinite now will become much clearer in the future.	SA A U D SD
10.	Your parents probably know better than anybody which occupation you should enter.	SA A U D SD
11.	Work is worthwhile mainly because it lets you buy the things you want.	SA A U D SD
12.	Work is drudgery.	SA A U D SD
13.	A person should not even try to decide upon an occupation because the future is so uncertain.	SA A U D SD
14.	It's probably just as easy to be successful in one occupation as it is in another.	SA A U D SD
15.	By the time you are 15 years old, you should have your mind pretty well made up about the occupation you intend to enter.	SA A U D SD

16.	There are so many things to consider in choosing an occupation, it is hard to make a decision.	SA	A	U	D	SD
17.	Sometimes you can't get into the occupation you want to enter.	SA	A	U	D	SD
18.	You can't go very far wrong by following your parent's advise about which occupation to enter.	SA	A	U	D	SD
19.	Working in an occupation is a lot like going to school.	SA	A	U	D	SD
20.	The best thing to do is to try out several occupations and then choose the one you like best.	SA	A	U	D	SD
21.	There is only one occupation for each individual.	SA	A	U	D	SD
22.	The most important consideration in choosing an occupation is whether or not you like it.	SA	A	U	D	SD
23.	Your interest in an occupation is not as important as whether you can do the work.	SA	A	U	D	SD
24.	You get into an occupation mostly by chance.	SA	A	U	D	SD
25.	It's who you know, not what you know, that's important in an occupation.	SA	A	U	D	SD
26.	You should choose an occupation which gives you a chance to help others.	SA	A	U	D	SD
27.	You should choose an occupation, then plan how to enter it.	SA	A	U	D	SD
28.	You should choose an occupation in which you can someday become famous.	SA	A	U	D	SD
29.	If you have some doubts about what you want to do, ask your parents or friends for advice and suggestions.	SA	A	U	D	SD
30.	Choose an occupation which allows you to do what you believe in.	SA	A	U	D	SD
31.	The most important part of work is the pleasure which comes from doing it.	SA	A	U	D	SD
32.	It doesn't matter which occupation you choose as long as it pays well.	SA	A	U	D	SD
33.	As far as choosing an occupation is concerned, something will come along sooner or later.	SA	A	U	D	SD
34.	I don't worry about choosing an occupation because I don't have anything to say about it anyway.	SA	A	U	D	SD
35.	The best occupation is one which is interesting.	SA	A	U	D	SD
36.	I really can't find any occupation that has much appeal to me.	SA	A	U	D	SD
37.	I have little or no idea of what working will be like.	SA	A	U	D	SD
38.	When I am trying to study, I often find myself daydreaming about what it will be like when I start working.	SA	A	U	D	SD

39.	If I go into the military, I think I'll wait to choose an occupation until I'm out.	SA	A	U	D	SD
40.	When it comes to choosing an occupation, I'll make up my own mind.	SA	A	U	D	SD
41.	I want to really accomplish something in my work—to make a great discovery or earn lots of money or help a great number of people.	SA	A	U	D	SD
42.	As long as I can remember, I've known what job I wanted to do.	SA	A	U	D	SD
43.	I can't understand how some people can be so set about what job they want to do.	SA	A	U	D	SD
44.	My occupation will have to be one which has short hours and nice working conditions.	SA	A	U	D	SD
45.	The occupation I choose has to give me plenty of freedom to do what I want.	SA	A	U	D	SD
46.	I want an occupation which pays a lot of money.	SA	A	U	D	SD
47.	I often wonder how successful I'll be in my occupation.	SA	A	U	D	SD
48.	I know which occupation I want to enter, but I have difficulty in preparing myself for it.	SA	A	U	D	SD
49.	I know very little about the requirements of occupations.	SA	A	U	D	SD
50.	I want to continue my schooling, but I don't know what courses to take or which occupations to choose.	SA	A	U	D	SD
51.	I spent a lot of time wishing I could do work that I know I cannot ever possibly do.	SA	A	U	D	SD
52.	I'm not going to worry about choosing an occupation until I'm out of school.	SA	A	U	D	SD
53.	If I can just help others in my work, I'll be happy.	SA	A	U	D	SD
54.	I guess everybody has to go to work sooner or later, but I don't look forward to it.	SA	A	U	D	SD
55.	I often daydream about what I want to be, but I really don't have an occupational choice.	SA	A	U	D	SD
56.	The greatest appeal of an occupation to me is the opportunity it provides for getting ahead.	SA	A	U	D	SD
57.	Everyone seems to tell me something different—until now I don't know which occupation to choose.	SA	A	U	D	SD
58.	I have a pretty good idea of the occupation I want to enter, but I don't know how to go about it.	SA	A	U	D	SD
59.	I plan to follow the occupation my parents suggest.	SA	A	U	D	SD
60.	I seldom think about the occupation I want to enter.	SA	A	U	D	SD

61. A college degree is necessary for the kind of work I want to do. SA A U D SD

62. My father wants me to go to college. SA A U D SD

63. My mother wants me to go to college. SA A U D SD

64. I would be able to earn more money as a college graduate. SA A U D SD

65. I want to learn more about the careers I might enter. SA A U D SD

66. Marriage will help advance my career. SA A U D SD

67. I enjoy learning. SA A U D SD

68. My teachers think that I should go to college. SA A U D SD

69. I feel athletics should be an important part of my education. SA A U D SD

70. I'm influenced by many of my friends who are going to college. SA A U D SD

71. Social activities are very important to my career goals. SA A U D SD

72. I want to make good personal contacts for business or an occupation. SA A U D SD

73. A college education would not help me to do the things I am most interested in. SA A U D SD

74. I want to get a job and start earning a living as soon as possible. SA A U D SD

75. I need to start earning a living in order to support myself immediately. SA A U D SD

76. Continuing my formal education after high school would cost more than my parents could afford. SA A U D SD

77. Continuing my formal education after high school would cost more than my parents are willing to pay. SA A U D SD

78. My high school grades are too low to continue my education after high school. SA A U D SD

79. I don't like to study. SA A U D SD

80. I don't think I have the ability to continue my education after high school. SA A U D SD

81. It would cost more than it is worth to me to continue my education after high school. SA A U D SD

82. Earning a good income is important to me. SA A U D SD

83. Having job security and permanence is important to me. SA A U D SD

84. The work that I do should be important. SA A U D SD

85. I want the freedom to make my own decisions in my job. SA A U D SD

86. In my job I should have the opportunity for promotion and advancement. SA A U D SD

87. Meeting and working with sociable, friendly people is important to me. SA A U D SD

88. If I could get better pay at another place, I would change jobs. SA A U D SD

89. If the work was not interesting enough, I would change jobs. SA A U D SD

90. If I could do more important work elsewhere, I would change jobs. SA A U D SD

91. If I had a poor supervisor, I would change jobs. SA A U D SD

92. If I didn't like my co-workers, I would change jobs. SA A U D SD

93. If I did not receive expected promotions or salary increases, I would change jobs. SA A U D SD

Directions: Read each question and circle the letter that answers the question for you.

94. Do you think you will quit high school before you graduate?

A. I will definitely leave.
B. I am likely to leave.
C. I don't know.
D. I am likely to stay.
E. I will definitely stay.

95. After you graduate from high school, what do you plan to do?

A. I will get a job.
B. I will go to vocational, technical, or business school.
C. I will go to junior college.
D. I will go to college.
E. I don't know.

96. If you go to college when do you plan to start?

A. right after high school.
B. after completing military service.
C. after I have worked for a few years.
D. my plans are not definite.
E. I definitely do not plan to attend college.

97. How much education do your parents or guardians want you to have?

A. They don't care whether I stay in school.
B. high school only
C. vocational school, business school, or junior college
D. college degree
E. I don't know.

98. How much education are most of your friends planning to obtain?

A. They are planning to quit high school.
B. They are planning to complete only high school.
C. They are planning to obtain vocational school, business school, or junior college training.
D. They are planning to obtain four-year college training.
E. I don't know.

99. How many different occupations have you seriously considered entering?

A. none
B. one
C. two
D. three
E. four or more

100. How definite is your present choice of an occupation?

A. I have made a definite choice.
B. I have made a likely choice.
C. I am undecided about my future occupation.

101. What grade were you in when you decided upon your present choice of an occupation?

A. I have not decided upon an occupation.
B. sixth grade or earlier
C. seventh or eighth grade
D. ninth grade
E. tenth grade

102. What three jobs would you like to have someday? Write your first, second, and third choice below.

_____

_____

_____

SECTION 4

DEVELOPING PRE-POST ASSESSMENT TESTS

Measuring student knowledge before, during, and after teaching the cluster materials is an important ingredient to the success of occupational orientation. Testing allows both the teacher and the student to know what material is going to be covered in one or more LAPs and also to know what material has and has not been learned upon the completion of the activity.

The learning activity packages contained in the cluster materials lend themselves particularly well to this kind of student evaluation. Since an integral part of each LAP is the LAP objective, tests can be developed to measure on a pre-post basis how well each student has mastered the skill or knowledge taught during the activity.

Tests that evaluate students in this way are called criterion-referenced tests. These tests are simply a measure of what the student knows or can do, given the conditions, performance, and standards stated in the objective. Examples of situations in which pretests and posttests could be used effectively in the teaching of the cluster materials are:

- before and after a field trip
- before and after class presentations on a group of related occupations
- before and after the teaching of a series of LAPs
- before and after the teaching of the entire cluster

In each of these situations a pretest serves several useful purposes. Students are given an overview of the kinds of things that will be covered during the lesson or course and what they will be expected to know upon its conclusion. Teachers can discover, by examining the results of the pretests, areas in which students are strongest, as well as areas in which intensive instruction will be required.

By comparing the pretest results with those of the posttest, each student and the teacher learn which skills and knowledge have been mastered or not mastered for a single LAP, a series of related LAPs, or the entire course. Through the evaluation of pre- and posttest results, remediation activities can be planned, courses can be revised, and successful teaching strategies can be identified.

The procedures listed below are given here as an aid in developing tests for any of the clusters. The example given here deals with a single learning activity package; however, these same steps can be used for pre- and posttesting a series of related LAPs or for pre- and post-testing the entire cluster.

The teacher should also consult the series of Pre-Service Occupational Program (POP) Kits available from the East Central Curriculum Management Center, Illinois Office of Education in Springfield. Of particular importance are: Kit 3.1, Student Performance Objectives; Kit 3.3, Writing Sets of Objectives; Kit 5.1, Test Item Writing; and Kit 5.2, Student Performance Evaluation.

Develop one or more performance objectives based on a LAP objective. Every learning activity package in a cluster is preceded by a general learning objective, i.e. a statement of what the student should be able to do upon completion of the activity. A specific activity described in a LAP may be, for example, a field trip to a company which employs workers in the cluster field. The objective for the LAP might be:

> "At the conclusion of this lesson, the student will be able to identify the major tasks, educational requirements, and advantages and disadvantages of occupations observed during the field trip."

This general objective can be broken down into several more specific performance objectives:

1. "Given a list of five job tasks, the student will be able to select from the list the three tasks that pertain to the job of _____."

2. "Given a list of four educational requirements for jobs, the student will be able to select the educational requirement of a _____."

3. "Given a randomized list of 10 advantages and 10 disadvantages, the student will be able to select eight of 10 advantages and eight of 10 disadvantages for a given job."

Notice that for each of the performance objectives, three components were presented: the conditions ("given a list"), the performance required of the student ("will be able to select from the list the three tasks...") and the standard of performance required (selecting three tasks from a list of five). A well-written performance objective always contains these three components stated in concrete, measurable terms.

Rank the performance objectives by importance. Before writing test items, the relative importance of each of the performance objectives should be decided. For a single learning activity package this decision is usually not too difficult to make. In the sample LAP, for example, you may decide that the performance objective dealing with job tasks is most important, while the other two objectives are of lesser importance. When you are trying to decide the importance of 20 or 30 performance objectives for a series of 10 learning activity packages, this task may be more difficult. However, the time will be well spent since such pre-instruction decisions on a series of LAPs will assist planning for teaching skills and knowledge most important for students to learn.

Decide how much testing time is available or desirable. Since the amount of testing time determines, in large part, the length of the test, you must decide how much time is available or desirable for testing. Testing time could range from a short 5 to 10-minute period for a pretest before a resource person comes to speak to the class to a 30- or 40-minute period for a posttest following instruction on a set of related LAPs.

When you have decided the amount of testing time, you should be able to estimate the number of test items to be written.

Develop one or more test items to measure each performance objective. The first consideration is the number of test items to be designed for each objective. Having decided, for example, that the job duties of a given job are the most important aspect of the LAP, you will probably want to write a large proportion of the test items to measure that performance objective. A second consideration is the type or format of test item to select. For ease of administration and evaluation of results, it is advised that group-administerable, multiple-choice items be used. Written responses to questions or individually administered items are much more difficult to score and evaluate and require an excessive amount of testing time.

SECTION 5

CAREER ORIENTATION PACKAGE: EFFECTIVE INTERVIEWING TECHNIQUES

It is strongly recommended that the Career Orientation Package provided in this section be given to the students before instruction on any of the LAPs in a particular cluster. The package is an operational on-site tool that can be used by students to guide them through occupational orientation experiences. Information gathered by individual students through the use of interviewing techniques can serve as the basis for constructive peer learning experiences in the classroom.

An "each one, teach one" philosophy is very appropriate to occupational orientation. In this way a proportionately greater amount of occupational information can be acquired by each student than would be the case if students did not share information with one another. Effective interviewing when used in conjunction with the learning activity packages of each cluster, makes occupational orientation activities less labor intensive for the teacher and maximizes the amount of learning that can be acquired by the student.

Category:	All Clusters
Focus:	Effective Interviewing Techniques
Activity:	Student Interview Simulation
Objective:	At the conclusion of the Career Orientation Package, the student will be able to successfully conduct a simulated interview in class, describe the important rules for interviewing, and identify the types of follow-up questions that can be used in an interview situation.

EQUIPMENT, SUPPLIES, AND FORMS

1. Guidelines for Effective Interviewing (see sample included in this package).
2. Interview Questions (see sample included in this package).
3. Field Trip Observation Form (see sample in Section 7 of the Teacher's Guide).
4. Observation/Interview Form (see sample in Section 7 of the Teacher's Guide).
5. Resource Person Information Sheet (see sample in Section 6 of the Teacher's Guide).
6. Occupational Outlook Handbook

RATIONALE

The interview is a major method of gathering information and is a basic tool in the inquiry process. The purpose of this lesson is to assist the student in learning how to formulate, ask, and follow up questions in a simulated interview situation. These skills can then be applied throughout the teaching of the cluster materials when field trips are conducted, resource persons give presentations in class, or when the students gather information independently outside the classroom.

SUGGESTED PROCEDURE

The lesson consists of a series of simulated interviews followed by class discussions. It is important for the students to know the use of interviewing techniques before they start the cluster. Interviewing skills can be applied to many of the activities that will occur during the cluster: field trips, presentations by resource persons, or independent studies. Explain to the students that these activities will be taking place and that the skills that they learn in this lesson can be applied to these situations.

Following this brief overview, do a simulated interview with a student volunteer. The student will take the part of the interviewer and the teacher should take the part of the interviewee. Give the student five or six questions prepared in advance. These questions can be selected from the list of interview questions included with this package. Before the interview begins read the questions to the class.

The teacher should prepare answers to the questions based on job information from the Occupational Outlook Handbook. A representative job from the cluster should be chosen. In giving answers, the teacher should demonstrate some of the behaviors that the students will

learn to identify during this lesson--giving incomplete information, not responding fully to the interviewer's questions, straying from the stated intention of the question, etc.

After the interview, evaluate it in a class discussion. Among the questions which should be discussed are:

1. What information did the interviewer find out about this occupation?
2. Did the person being interviewed leave out any information that was asked for?
3. Did the interviewer explain the purpose of the interview?
4. Did the interviewer establish rapport with the interviewee?
5. Was the interviewer in command of the situation or did he/she allow the interview to stray from the subject?

Summarize the class discussion by going over the important points of conducting an interview and using the student handout, "Guidelines for Effective Interviewing."

Next, divide the class into groups of three students each. Have each student group conduct a simulated interview, with one student as the interviewer, one as the interviewee, and one as an observer. Students should be given the appropriate handouts and forms to aid in formulating questions and recording responses. The observer's job is to critique the interview in terms of questions asked, responses given, eye contact, rapport, etc. Each student in the group may be given the opportunity to question, respond, and observe.

After the students have had a chance to conduct this simulated interview, select two or three students to re-enact their interviews for the class. Evaluate these interviews in a class discussion to see how effective the interviewer was in conducting the interview.

Sources of Additional Information

Interviewing Procedures.

Stacy J. Adams, University of North Carolina Press: Chapel Hill, NC

The Executive Interview: A Bridge to People.

Benjamin Balinsky. Harper and Row, Inc.: New York, NY

Conversations at Random: Survey Research as Interviewers See It.

Jean M. Converse, John Wiley and Sons, Inc.: New York, NY

Dynamics of Interviewing: Theory, Technique, Cases.

Robert L. Kahn. John Wiley and Sons, Inc.: New York, NY

Principles and Types of Speech.

Daniel Katz et al. Holt, Reinhart, and Wilson, Inc.: New York, NY

GUIDELINES FOR EFFECTIVE INTERVIEWING

We talk to people to find out things we don't know. It is the interviewer's job to decide what it is he/she does not know and wants to find out. Answers and information are easy to give once the questions have been stated. A person cannot read another person's mind, so asking the questions in the right way is essential to getting the answers and information you need.

Most people are delighted to find out that students are interested in their occupations. They are flattered that you are interested in their jobs and that you have selected them to tell you about it. And you get personalized information from someone actually doing the kind of job in which you are interested. Interviewing can be one of the most exciting, rewarding ways to learn. It is fun because you get to meet new people and are exposed to new places, things, and experiences.

Below are several guidelines that you should follow when conducting an interview. They will help you to find out all the information you want and will help make the interview enjoyable for you and the person you are interviewing.

GUIDELINE 1: A lead-off question is a question used to start the interview. It usually follows a brief statement of purpose and explanation about the interview. The way the lead-off question is asked is particularly important since it tends to set the tone for the remainder of the interview. Thinking about and preparing this question in advance leads to success.

GUIDELINE 2: Questions are like road signs. They point in a specific direction toward which we want the other person to talk. Each additional question changes the direction.

GUIDELINE 3: The longer a question is, the harder it is to follow. Each additional few words in the question adds another aspect or consideration. By the time you finish a long question the listener may be confused and may not remember the first part of it. Short questions are far easier to answer than long ones.

GUIDELINE 4: When a person is talking he or she is following a train of thought. Each time you come into the conversation, you interrupt the flow of ideas. This may be a useful technique to use if the person is straying from the question you asked.

GUIDELINE 5: "Open" questions are ones that cannot be answered "yes" or "no." Open questions result in more information than "closed" questions and are the ones most often used in an interview. Open questions begin with words such as: what, how, where, why, when, who, or which.

GUIDELINE 6: "Closed" questions are ones that can be answered "yes " or "no." Closed questions are useful when ending an interview, or when you want to get a definite commitment to a statement made previously. Closed questions begin with words such as: is, has, will, do, can, or shall.

GUIDELINE 7: "Completion" questions are used if the answer is too vague or general; they attempt to have the person interviewed give more detail on his/her original answer. Some completion questions can be: "Anything else?", "Could you tell me more about that?", "What else can you think of?", "Does anything else come to your mind?".

GUIDELINE 8: "Clarification" questions press the person being interviewed to explain an answer which was unclear or did not make sense in the context of the question. Some clarification questions could be: "I don't quite see what you mean?", "Could you explain that a little more?", "Could you give me an example of that?", "Why is that?". You may also want to ask the individual to explain a specific term that he/she has used.

GUIDELINE 9: "Channeling" questions lead the person being interviewed to give the source of his/her opinion and define a vague reference. If the answer refers to "they" or "people," it might be worthwhile to ask, "Whom do you mean by they?"

GUIDELINE 10: "Hypothetical" questions can be used to get more reaction from the person being interviewed. Typically it involves an answer which includes a condition, "If it were so, then—" the questioner should ask, "If that condition were so, what would you think?"

GUIDELINE 11: "Reaction follow-ups" may get someone to express a personal opinion or feelings about something. You might ask, "How do you feel about this?"

GUIDELINE 12: "High-pressure-probe" questions may be used if you feel the answer is merely lip service. This type of question should only be used if you cannot get the information any other way, and if you feel you have developed a strong rapport with the person. You might ask, "How do you really feel about that?" Remember, it will help in interviewing if the interviewee knows the reason for the interview, and if the conversation is kept going with neutral reactions to answers, such as: "Uh-huh," "I've got that," "Yes, I see," or even a nod.

GUIDELINE 13: An occasional pause in a conversation or an interview is natural. None of us are able to talk steadily without stopping on any subject. We need an occasional pause to organize our thoughts and to think about what we might say next.

INTERVIEW QUESTIONS

The following is a list of questions which could be used when interviewing people about their occupation. This list is not complete and is intended to be used as a "helper" in thinking up other questions.

1. Why did you pick this job?
2. How did you get started in your occupation?
3. How did you choose your place of training?
4. What educational, training, and other qualifications are there for the job?
5. If you should wish to change jobs, would the training contribute in any way?
6. Do you think this job would have a good future for me?
7. How could I get started in this career?
8. What is the salary range of this occupation?
9. What could a beginning person expect to make?
10. What are the fringe benefits?
11. Do you get paid vacations?
12. Do you have medical insurance?
13. Is there any chance of being laid-off? If so, how many times a year?
14. What sort of planning does this business have for retirement?
15. What do you or don't you like about your job?
16. What are the advantages?
17. What are the disadvantages?
18. What are the hours and working conditions?
19. Do you ever have to work holidays? If so, which ones?
20. Do you ever work on weekends?

21. Is there a special uniform you must wear, or are you free to wear what you want? Does the company provide the uniform or does the employee?

22. What tools do you need?

23. Do you have to buy your own equipment?

24. What are the physical requirements?

25. What do you do in this occupation?

26. How much traveling is involved?

27. What kinds of people do you work with?

28. Is there any chance for advancement?

29. What are your responsibilities?

30. Do you belong to a union?

31. What's a typical day like for you in this job?

32. Is there any on-the-job training?

33. Has there ever been a time when you couldn't stand your job? If so, why and when?

34. Do you have to move if the company does?

35. What work experience did you have before you started to work in this occupation?

36. Who depends on your work? Upon whom do you depend?

37. Are there opportunities for advancement in this job? If so, what are the requirements for advancement?

38. How does your job affect your personal life?

39. What kinds of people do you meet?

40. Do you work mainly with people or things?

41. Do you work a lot with ideas?

42. Does your job offer opportunities to be creative?

43. Are people with your kinds of skills usually needed — even when business may be bad?

44. Is your work at all seasonal?

45. Could you briefly describe the personal qualifications a person would need to do your job - strength, height, agility, ability to think rapidly, ability to make decisions, ability to deal with other people, etc.?

46. Would you recommend this kind of work for your children?

47. How do you spend your time after work?

48. If you could have any job in the world, what would you like to be?

49. Do you still go to school for special training?

50. When are people promoted? When are people fired?

SECTION 6

INVOLVING RESOURCE PERSONS IN OCCUPATIONAL ORIENTATION

Effective resource persons bring a new dimension to classroom experiences resulting in benefits to both students and school personnel. In addition, an opportunity is provided to better acquaint community members with the educational programs of the school and to foster a positive relationship between the school and community.

The effectiveness of resource persons is related to the planning for the educational experience. Planning includes determining the purposes to be accomplished, selecting and orienting the resource persons, preparing the students, and organizing follow-up activities.

The effective use of resource persons can provide the students: 1) firsthand information concerning job relations, desirable personality traits of employees, working conditions, responsibilities, and opportunities; 2) the opportunity to meet community workers having varied occupational backgrounds; 3) varied viewpoints within an occupational area; and 4) career information in a specific occupational field from someone actually employed in that field.

Qualities of an Effective Resource Person

Resource persons should have, first of all, extensive experience in the employment area to be discussed. In addition, they should have the personality to communicate their knowledge to other people. Many businesspeople have experience in training and instructing employees. Some have instructional experience with groups of employees, not in the classroom, but under work circumstances.

Resource persons may be either employees or employers. Often the person on the job is the best resource person and will reflect the qualities the student will need for employment. Management has observed that when the person on the job is asked to explain his or her work before students, the person often takes greater subsequent pride in his or her work.

Procedures for Obtaining and Involving Resource Persons

Teachers should follow these procedures for the best utilization of resource persons:

1. Obtain suggestions for resource persons from a variety of sources: an advisory committee, career education committee, other teachers, coordinator of occupational orientation, counselors, local chamber of commerce and service organizations.
2. Develop a reference file on suggested resource persons in a variety of occupations. (See sample of file form at the end of this section).
3. Select resource persons on the basis of their ability to contribute to the particular learning situation.
4. Make an initial contact with the potential resource person two to four weeks in advance of the date he or she is to participate. Explain occupational orientation and solicit his or her involvement.
5. Obtain permission of the top management of the resource person's firm. Management's approval will authorize the necessary release time and may motivate the employee to do a better job in the classroom. Without management's approval, many prospective resource people will be reluctant to participate. Some educators directly contact the person they want in the company who must then contact top management for release time. This procedure works best when the educator is acquainted with the person and his or her status in the company.
6. Provide the resource person with information on: the purpose of his or her involvement, type and number of students, length of time for his or her participation including time for discussion, suggested topics for discussion, and available facilities and equipment.

7. Consider the grade level of the students when suggesting topics for discussion. These topics can be derived from the Resource Person Information Sheet (see below), which you should go over carefully with the resource person.

8. Immediately after the contact, send a letter or card to the resource person to confirm the date and to thank him or her for accepting the invitation. One week in advance, remind the person by mail of the date, time, building, room number and, if necessary, office location and name of individual to contact. Then call the resource person's place of work either the day before or the day he or she is expected. Be sure that he or she is aware of the appointment and plans to be there at the appointed time.

9. Either meet the resource person personally or arrange for someone to meet with him or her to discuss last-minute concerns. The person needs to understand that he or she is not selling his/her individual company, nor recruiting employees. He or she is in the classroom to provide information regarding a certain occupation. (This is necessary to prevent other companies in the same field from being unhappy about not being involved.

10. Remind the resource person to consider the age and comprehension ability of students and to use appropriate terminology.

11. Discuss with students the type of questions they should ask the resource person. Utilization of the Career Orientation Package presented in this teacher's guide gives students a firm grounding in interviewing and obtaining information from resource persons.

12. Encourage a discussion period at the end of the presentation.

13. Introduce the resource person to your immediate administrative supervisor. This makes both the administrator and the resource person feel that they are a part of the overall effort.

14. Mail a letter within two days to the resource person to acknowledge his or her participation. This contributes to the person's feeling of being appreciated and may influence his or her acceptance of a future request. Sign the letter personally or send it over the signature of the department head. Send a copy to the employer. In addition, involve a student committee in writing a letter of appreciation.

RESOURCE PERSON INFORMATION SHEET

Resource Person:_____ Date:_____

Occupational Area:_____ Your name:_____

NOTE TO STUDENT: You are required to complete one of these forms for every resource person visiting our class. In order to receive credit, be as thorough as possible.

1. List typical jobs within the occupational area:

2. Job responsibilities:

3. Working conditions:

4. Personality traits needed for occupational area:

5. Education and/or training required:

RESOURCE PERSON INFORMATION SHEET (CONT.)

6. Advantages and disadvantages of occupational field:

7. Advancement opportunities in this occupational field:

8. Salary range (approximate starting to estimated maximum):

9. Your personal reaction to this occupational area as described by the speaker:

10. Describe your reaction to this speaker and make recommendations for improvement:

COMMUNITY RESOURCE REFERENCE FILE

Name of business_____

Address_____Phone_____

Whom to contact_____

Position_____Phone_____

Is a resource person available for a visit to the school? Yes____No_____

Name_____

Position_____Phone_____

Maximum number of students allowed on field trip_____Grade Level_____

Best time of year_____Best time of week_____Best time of day_____

Approximate time needed to make the tour_____

Facilities for meals_____

Parking facilities_____

Bus_____Car_____

Special Instructional Materials Available_____

_____

_____

Exhibits_____Films_____Tapes_____

Printed materials_____Others_____

Is a guide service provided? Yes_____ No_____

Special safety precautions to be observed, if any_____

_____

SECTION 7

ORGANIZING A FIELD TRIP

A field trip provides a good opportunity for students to obtain information about the world of work. The extent to which the field trip is a successful learning experience depends upon many factors: the objective of the trip, the developmental level of the students, plans made by the teacher, preparations by personnel at the destination, orientation of students, time available, and follow-up activities.

A field trip should meet the specific needs of the student group. It might be planned to stimulate interest in an activity, obtain information, or pull together diverse activities of the class into a unifying whole. Field trips can help students to: 1) add to and clarify their information by seeing and touching things studied in the classroom; 2) observe how people perform their specific job assignments; 3) observe the interdependence of workers in producing goods and/or services; 4) relate educational experiences to efficient functioning of a person on the job; 5) develop interviewing skills, and 6) sharpen observation skills.

If a student is taught how to make accurate and objective observations, he or she will have a useful tool for studying many occupations. Once this habit of observing people at work is formed, he or she will be able to accumulate information which can be utilized when making decisions related to occupational preferences. To assist students in gathering information on a field trip, a Field Trip Observation Form has been included in each of the five clusters. (See sample below).

Teachers should not overlook the many resources available for field trips when planning learning experiences. A field trip might be conducted in the immediate neighborhood, at a specialized educational agency, or at a site outside the neighborhood. A community resource reference file should be started to aid in the selection of field trip sites. (See sample of file form at the end of Section 6). Students may be motivated to explore on

their own an area of interest related to a topic of discussion in the classroom. (See the sample Observation/Interview Form at the end of this section which students can use for their independent career explorations). A new interest may develop into a new topic of study for the class.

The success of a field trip depends to a great extent upon the amount of preparation for the activity. The teacher must assume the major responsibility for planning. However, students should be involved since they need to be aware of the purpose of the trip, what they are to observe, and how they should act.

The teacher's responsibilities include:

1. Guiding the choice of a field trip with students
2. Obtaining permission from the principal for the trip before discussing it with the students
3. Selecting the time at which the students will profit most by the experience
4. Investigating the situation, if possible taking the trip in advance, to become familiar with the place to be visited and things to be seen on the way
5. Making arrangements with personnel at the place to be visited
6. Checking on school liability insurance
7. Arranging transportation and determining the need for additional supervisory personnel
8. Obtaining consent from parents for participation of students
9. Administering a pretest before the trip

The teacher should discuss with the students:

1. Skills learned in the Career Orientation Package on effective interviewing techniques
2. Activities to be observed and questions to have answered
3. Information to be gathered before the trip using available resources such as books and audiovisual materials
4. Details of the trip, such as: date, hour of departure and time to be spent at the site, mode of travel and the safety rules to be observed, social responsibilities of each individual as a member of the group, organization of the group enroute and at the place to be visited, and personal needs (type of clothing, lunch, and special equipment or tools).

After the field trip, the teacher should capitalize on the students' interest and enthusiam not only to evaluate the learning experiences but to introduce new activities. Some of the activities which could be carried out after the field trip include:

1. Evaluate the field trip plans
2. Determine whether students' questions were answered
3. Discuss new ideas to be explored
4. Gather more information to answer questions that arose as a result of the field trip experience
5. Write thank-you letters and requests for additional information
6. Develop reports for the class, other groups in school, and parents
7. Make charts, diagrams, murals, dioramas, materials for the opaque projector, and scrapbooks
8. Administer a posttest after the trip

FIELD TRIP OBSERVATION FORM

Student Name_____

I. Job title_____

II. Description of major job duties (please list).

A._____

B._____

C._____

D._____

E._____

III. Job characteristics. Check those which apply to a worker in this occupation.

_____A. Able to see physical results of work.
_____B. Competitive -- must compete for advancement.
_____C. Directs activities of others -- supervisory.
_____D. Helps people.
_____E. High level of responsibility.
_____F. Motivates others -- must have ability to influence
_____G. Repetitious work.
_____H. Requires physical stamina.
_____I. Self-expression is encouraged.
_____J. Closely supervised by superiors.
_____K. Works with technical data.
_____L. Works with people.
_____M. Works alone.
_____N. Manual skills required.

FIELD TRIP OBSERVATION FORM (CONT.)

IV. Educational requirements.

A. Check level required for this occupation.

_____1. High school education desirable.

_____2. High school education required.

_____3. Community college.

_____4. Four year college - baccalaureate.

_____5. Advanced degree -- masters.

_____6. Advanced degree -- doctorate.

B. Where can this education be obtained? Name one or two schools or industries where training is available (addresses, if available).

_____

_____

_____

C. List the courses or subject areas one would need to study for this job.

_____

_____

_____

_____

D. How many years of experience and what type of training is needed before entering this occupation?

_____

_____

_____

V. Employment opportunities.

A. List employers in your area who employ people for this job.

_____

_____

FIELD TRIP OBSERVATION FORM (CONT.)

B. What starting wage or salary could one expect?_____

C. How are wages determined?

Union_____ Individual contract_____ Salary schedule____

D. What position could a person advance to after experience is obtained?_____

E. How much pay would you expect to receive in this advanced position?_____

F. What are some of the fringe benefits of this occupation?_____

_____

VI. Job requirements.

A. Is a license or union membership required?_____

B. What must a person do to qualify for this license or membership?

_____

C. Where can this license or membership be obtained?_____

_____

D. Is bonding necessary?_____

E. Are tools required?_____

F. Do employees buy uniforms?_____

VII. Working conditions. Check those which apply to this occupation.

_____A. Overtime required.
_____B. Outdoor work.
_____C. Indoor work.
_____D. Hazardous conditions (specify).
_____F. Variety of jobs.
_____G. Travel required.
_____H. Unusual working hours.
_____I. Dusty or noisy conditions.

FIELD TRIP OBSERVATION FORM (CONT.)

VIII. Where can additional information about this occupation be obtained?

_____

_____

_____

_____

OBSERVATION/INTERVIEW FORM

NOTE TO STUDENT: These experiences are to be completed outside of class. You will need to select several people to observe and interview about different jobs. Don't use the same people or jobs that were used for the questionnaires. Check with the teacher before doing the observation/interviews. Make an appointment with the person to be observed and interviewed. Don't just walk into a place and try to complete the assignment. In setting up the appointment, explain that you are doing this as a careers class assignment. Tell the worker that you will need to observe him/her working for 1/2 hour, then interview him/her briefly to complete the form. Ask what would be this person's best time. Do it at his/her convenience. While observing the worker you are recording what you observe in Part I - Observing ... Then on the interview portion of the assignment.

YOUR NAME_____ COMPANY_____

DATE_____ NAME OF EMPLOYEE_____

OCCUPATION_____

PART I: INFORMATION GATHERED DURING OBSERVATION

1. Job responsibilities:

2. Working conditions:

3. Personality traits needed for this occupation:

4. How worker is treated by customers (if applicable);

5. How worker is treated by co-workers:

6. How worker is treated by supervisor:

7. Advantages and/or disadvantages of occupation you have observed:

8. Describe your likes/dislikes of occupation observed:

OBSERVATION/INTERVIEW FORM (CONT.)

PART II: INFORMATION GATHERED DURING INTERVIEW

NOTE TO STUDENT: After observing the worker for 1/2 hour, take a few minutes to talk with him/her about the questions on Part II - Interviewing. Record the worker's responses accurately. When you have finished with the interview, get the worker's signature and date. Thank him/her, and you are finished. (You'll also need to sign this form.) Be sure to schedule the Observation/ Interview so that it's at a good time in the worker's day.

1. Job responsibilities you have:

2. Working conditions of your job:

3. Personality traits you find helpful in your job:

4. How you are treated by your customers:

5. How you are treated by your co-workers:

6. How you are treated by your supervisor:

7. Advantages and/or disadvantages you can see in your job:

8. What do you like/dislike about your job?

Employee's Signature Date:_____

_____

Company: Student Signature:

_____ _____